REPORT RESUMES

ED 018 048 EC 001 857
WORK-STUDY PROGRAMS FOR SLOW LEARNING CHILDREN IN OHIO SCHOOLS, GUIDELINES.
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PUB DATE 67
$0.25
EDRS PRICE MF-$0[redacted] HC-$2.40 58P.

DESCRIPTORS- *EXCEPTIONAL CHILD EDUCATION, *MENTALLY HANDICAPPED, *PROGRAM PLANNING, *ADMINISTRATION, *VOCATIONAL EDUCATION, CURRICULUM, EDUCABLE MENTALLY HANDICAPPED, WORK STUDY PROGRAMS, PERSONNEL, PREVOCATIONAL EDUCATION, PERSONNEL SELECTION, ADMINISTRATIVE PERSONNEL, INSTRUCTOR COORDINATORS, ADMINISTOR RESPONSIBILITY, PROGRAM DEVELOPMENT, LEGAL PROBLEMS, SCHOOL COMMUNITY COOPERATION, OHIO,

DEVELOPED FOR EDUCATORS WHO ARE CONCERNED WITH AND SHARE THE RESPONSIBILITY FOR WORK STUDY PROGRAMS FOR SLOW LEARNERS (IQ 50 TO 80) AT THE SECONDARY LEVEL, THE GUIDE PRESENTS PROGRAM POLICIES AND PRACTICES CURRENT IN THE STATE OF OHIO. RATIONALE FOR THE OHIO PROGRAMS ARE STATED, AND 12 RELEVANT TERMS ARE DEFINED. CURRICULUM IMPLICATIONS FOR WORK STUDY EFFORTS ARE STATED FOR PRIMARY THOROUGH HIGH SCHOOL LEVELS. THE WORK STUDY COORDINATOR IS DISCUSSED IN TERMS OF CRITERIA FOR SELECTION, GENERAL RESPONSIBILITIES, SCHEDULING, FUNDING, AND EXTENDED SERVICE. CONSIDERATION OF PREPLANNING OR SUCCESSFUL APPROACHES TO INITIATING WORK STUDY COVERS PROGRAMS, THE JOB SURVEY, INTERPRETING WORK STUDY, USING NEWS MEDIA, INVOLVEMENT OF THE COMMUNITY AND COMMUNITY AGENCIES, AND CONSIDERATIONS FOR SCHOOL DISTRICTS WITH VARIOUS WORK STUDY PROGRAMS. ASPECTS OF PROGRAM DEVELOPMENT INCLUDE THE RATIONALE, BREAKDOWN OF WORK STUDY, SCHEDULING AND PLACING OF STUDENTS, JOB AREA SUPERVISORS, TRAINEE EVALUATION, AWARDING OF CREDITS, TRANSPORTATION, AND FOLLOWUP STUDIES. THE LEGAL ASPECTS OF EMPLOYMENT DESCRIBED ARE WORKING CONDITIONS, LIABILITY, INSURANCE, WORK PERMITS, MINOR'S AGREEMENT, AND MINIMUM WAGE. ADMINISTRATIVE RESPONSIBILITY IN WORK STUDY IS DISCUSSED WITH REFERENCE TO ATTITUDE, INTERPRETING THE PROGRAM, INVOLVEMENT IN THE PROGRAM, IMPLICATIONS FOR CURRICULUM DEVELOPMENT, CONSIDERATIONS WHERE WORK STUDY PROGRAMS OVERLAP SCHOOL DISTRICTS, CONSIDERATIONS FOR MULTIPLE WORK PROGRAMS WITHIN A SCHOOL DISTRICT, AND THE ROLE OF THE STATE DEPARTMENT OF EDUCATION IN WORK STUDY. CONCLUSIONS AND RECOMMENDATIONS ARE MADE, AND A 23-ITEM BIBLIOGRAPHY IS INCLUDED. APPENDIXES PRESENT A SAMPLE HIGH SCHOOL COURSE OF STUDY, POTENTIAL IN SCHOOL WORK STATIONS, POTENTIAL COMMUNITY WORK STATIONS, AN EVALUATION FOR EMPLOYABILITY, AND A JOB SURVEY FORM. (JD)

GUIDELINES

Work-Study Programs

FOR

SLOW LEARNING CHILDREN

ED018048

RC001 857

Issued by MARTIN ESSEX
Superintendent of Public Instruction
Columbus, Ohio
1967

STATE BOARD of EDUCATION · OHIO ·

GUIDELINES

WORK-STUDY PROGRAMS
FOR
SLOW LEARNING CHILDREN
IN
OHIO SCHOOLS

by

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PREFACE

A growing concern among Ohio educators has been a realistic approach toward meeting the needs of the high school aged slow learning pupil (educable mentally retarded). As a result of the concern, work-study programs have been incorporated in the special education curriculum and have proven to be the most effective training device available. It has created a meaningful and purposeful educational program for slow learners, because it provides them with a practical, realistic experience which effectively prepares them for adulthood. It not only has become a major segment of the high school program but has created meaning for the whole slow learning curriculum, primary through high school.

The professional staff of the Division of Special Education has witnessed a growing demand among school administrators for guidance in meeting problems relative to developing and implementing work-study programs for slow learning students.

This publication has been developed with the hope that it will serve as a guide to those educators who are concerned with and share the responsibility for work-study programs for slow learning youngsters at the secondary level. This publication will serve as a source of information and as a means of stimulation for program development. The suggested guidelines on the following pages represent the compilation and distillation of work-study program practices and policies that are presently being used throughout the state by administrators and work-study coordinators.

It is sincerely hoped that this publication will serve the purpose for which it was designed and requested.

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1967

ACKNOWLEDGMENT

This bulletin could not have been made possible without the cooperative efforts of many educators who are interested in the development of more adequate and effective educational programming for slow learning young people found in the public schools.

Our sincere appreciation is expressed to Mr. Ralph Forster, Chief of the Division of Minimum Wage and Women and Minors of the Ohio Department of Industrial Relations, Mr. F. Peter Gross, Educational Administrator in the Division of Special Education of the Ohio Department of Education, Miss Amy A. Allen and Miss Martha J. Venturi, Educational Consultants in the Division of Special Education of the Ohio Department of Education, for specific directions and guidance.

Our special gratitude is expressed to the one hundred thirty active work-study coordinators and administrative personnel who reviewed and evaluated the first draft of this publication. Without their sincere and effective criticisms and contributions the fulfillment of the purpose of these guidelines would not be possible.

And finally, our sincere appreciation to the 1700 youth in work-study programs in Ohio who helped us learn how to help them.

William L. Crawford
Jacque L. Cross
1967

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CHAPTER I

INTRODUCTION

As the educators in Ohio have found the need to expand educational services for slow learning (educable mentally retarded) children, the necessity for providing an effective educational curriculum in the development of employable skills has been realized. Thus, there is an increasing demand by administrators, supervisors, and teachers in Ohio for specific guidance in the area. The following pages represent an attempt to answer some of the most commonly asked questions regarding the development of work-study program.

It is difficult, at best, to present in words an approach to developing and implementing a school work-study program for slow learners which shall be feasible, practical, and functional for large city, suburban, small town, and rural school systems alike. Therefore, this bulletin shall endeavor to present several different approaches to various facets of the program.

The suggestions presented on the following pages are based largely upon a recent survey of a representative sample of school work-study programs throughout Ohio, encompassing small rural to large metropolitan programs.

Rationale—Because of the inabilities of general education to most appropriately meet the particular needs of the slow learning child in the public schools, the "special" education program has evolved. Because the educational philosophy in our democratic society is to educate all children to the maximum of their individual abilities, the public schools are charged with responsibility of fulfilling this goal.

Due to the general nature of slow learning (EMR) children, it has been found that they must be specifically taught in from 12 to 14 years of schooling, the many social and work skills which to the normal child would be obtained through incidental learning. These skills are necessary to realize some measure of success in reaching society's goal of being:

1. **self-supporting**
2. **contributing**
3. **responsible citizens**

The slow learning student is not merely slow. He is mentally handicapped, and thus, might better be thought of as a "limited" learner. Realizing that generally intelligence quotients cannot be significantly altered, the focus on our educational endeavors for slow learning students should emphasize those facets of learning which education can help the child to obtain.

These facets of learning, for which preparation for employability and sociability are required for successful adult living in our society, include:

1. Healthy attitudes
2. Muscular coordination (fine and gross motor)
3. Acceptable appearance
4. Adequate communication
5. Ability to get along with others
6. Ability to self-structure
7. Ability to work with minimum supervision
8. Work tolerance

For the adolescent who is a slow learner, the most effective learning takes place with the provision of realistic, practical experiences. An effective work-study program is a valuable vehicle for providing this type of experience. Research indicates that a slow learning pupil has significantly better opportunity for success as an adult provided he has a comprehensive education which includes a school supervised work-study experience, than those students who have completed a slow learning program which does not include work-study experiences.

Terminology—Reference shall be made to the following list of terms, as adopted by the Division of Special Education of the Ohio Department of Education:

1. *Slow Learner* in Ohio refers to those mentally retarded youngsters who fall in the educable range of 50-80 I.Q. Many states refer to this group as the (EMR) educable mentally retarded.

2. *Work-Study* as used in this publication, refers to the activity of supervised work experiences which parallels the school academic curriculum emphasis for pupils in the secondary slow learning program.

3. *In-School Work-Study* is that activity in which the student is given the opportunity to work in organized, supervised and

evaluated job training situation within the school. Successful in-school work-study adjustment is generally a prerequisite to community placement.

4. *Community Work-Study* refers to placements of trainees into actual work situations available within the immediate area of the community outside the school for part of or all day.

5. *Work-Study Coordinator* is a general term used on the following pages in reference to the person responsible for the initiation and implementation of the work-study phase of the curriculum for slow learning adolescents.

6. *Full-Time Coordinator* refers to the person who functions as a work-study coordinator on a full-time basis.

7. *Teacher-Coordinator* refers to the high school teacher of slow learning adolescents whose time is divided between special classroom duties and work-study coordination.

8. *Job Area Supervisor* refers to the foreman, manager, or supervisor of the job where work-study trainee students are placed.

9. *Employer* refers to that person who hires a student from the work-study program; and will refer to the community employer or the Board of Education as the hiring agent.

10. *Job Station or Placement Station* refers to the specific work assignment (job) to which a pupil is assigned.

11. *Non-academic* refers to those classes in which slow learning students participate with the general student body. Among these are:

shop
home economics
physical education
art
music
personal typing
driver education

12. *Occupational Education* is the supplementary title sometimes given to the high school slow learning program which involves work-study; as differentiated from Vocational Education, Business Education and other school programs. It is felt by many educators, students and their parents that this title conveys a more positive connotation and is more definitive of actual program emphasis than other labels previously employed.

CHAPTER II

CURRICULUM IMPLICATIONS FOR WORK-STUDY PRIMARY — HIGH SCHOOL

Pre-Occupational Training—A large percentage of slow learners are successful in work-study only if they have been enrolled in the slow learning program as early as identifiable, ages five, six and seven. Also, in order to be effective, the program must include as an integral part of the total curriculum (primary through high school) guidance and training in the development of skills necessary for the following:

1. positive social adjustment and relations
2. effective work habits
3. health habits
4. safety habits
5. adequate oral communication
6. effective coordination
7. knowledge of the world-of-work
8. realistic goals
9. wise money management
10. civic responsibility

The successful work-study program is not just a high school level program, but is largely dependent upon "total" curriculum emphasis and coordination of efforts and goals. Some implications for both elementary and secondary special education teachers are to give specific emphasis to the continuous development and refinement of the work skills and habits. They should include:

following directions
working to capacity
learning to accept change
getting along with others
accepting responsibilities
developing work tolerance
budgeting time constructively
profiting from constructive criticism
learning to work with minimum supervision

Elementary Level Implications—Teachers of slow learning children at elementary levels need to be more directly involved in work-study than many often realize. The habits and skills that are essential for occupational and social adequacy at the adult level can only be developed within the child during his early years. Therefore it is essential that primary and intermediate teachers include in their lesson plans individual and group activities which will develop these necessary skills and attitudes within each slow learning child. The importance of this phase of education for slow learners cannot be over-emphasized.

A second area of training in elementary programming needs to include a sequential training program in the understanding of the world of work. This necessitates a coordinated effort of teachers of all levels and is necessary in order to establish this phase of the curriculum as it relates to the social development of pupils as they move through the slow learning program of the school district.

Secondary Level Implications—Slow learning pupils at the secondary level are given the opportunity of applying the basic tool subjects to real-life situations. Secondary level teachers are challenged to interpret the academic areas of language arts, social studies, mathematics, and science in terms of its practical applications to life and work for the slow learner.

Another facet of pre-occupational training is the creation of awareness through exposure. To better understand the world-of-work and interpret their place in it, experiences must be structured for them which relate to actual employment. For example:

1. Employers are invited to the classroom to explain
    - (a) what he looks for in a prospective employee, or
    - (b) how to hold a job once it's been attained.
2. Program graduates are invited to return to school to relate actual work experiences to work-study neophytes.
3. Field trips to business and industry are instigated to look specifically for job areas in which students feel they could be successful and would be interested if the opportunity arose.
4. Projects: organize groups of students assigned to explore a particular job in the community (job requirements, hours, pay, working conditions, responsibilities, etc.)

Exposures like those above, offered before actual involvement in work-study should provide many stimulating and meaningful discussions which will effectively influence the thinking of students in the work-study program.

In summary, planning and developing of comprehensive and meaningful curriculum for slow learning youngsters has proven most effective when all teachers of slow learners, including the work-study coordinator, are actively involved. This approach tends to minimize the possibility of duplication of teacher efforts, and insures a sequential curriculum pattern based on developmental abilities and needs of slow learning pupils.

CHAPTER III

THE WORK-STUDY COORDINATOR

Criteria for Selection—The work-study coordinator is a representative of the school to the community (parents, civic organizations, prospective employers), and therefore it is expected that the program will be judged largely by the impression which the coordinator conveys to those with whom he comes in contact, and the product which the work-study coordinator produces.

Realizing the importance of the selection of an effective work-study coordinator for the program, a survey was conducted of a representative sampling of administrators, directors, and veteran work-study coordinators regarding the question of qualifications. It was found that generally, successful coordinators met all or part of the following criteria:

1 One or more years of classroom teaching experience with slow learners.

2. A minimum of two courses in the certification pattern of training for teachers of slow learning children, specifically (a) the Education or Psychology of Slow Learning Children, and (b) Occupational Orientation and Job Training for Slow Learning Children; and the willingness to complete the specified pattern of training within a three year period.

3. Some occupational experience other than in education (e.g. industry, services, etc.).

4. The ability to relate favorably to adults, as well as slow learning youngsters.

5. The capability to function effectively in a relatively non-structured situation.

General Responsibilities—While the responsibilities of a work-study coordinator are numerous and varied, much similarity does exist among the many programs in various parts of the State of Ohio. Some of these are as follows:

1. Complete responsibility for implementing the work-study program.
2. Serve as teacher consultant to other special class teachers relative to the Occupational Orientation phase of the curriculum which includes the following:
    - A. employment successes and problems
    - B. employer expectations
    - C. employee responsibilities
    - D. labor laws affecting women and minors
    - E. minimum wage regulations
    - F. information on obtaining and holding a job
    - G. what students can expect from, and how to prepare for Work-Study.
3. Interpret program (needs, goals, purposes) to:
    - A. slow learning pupils
    - B. parents of slow learning pupils
    - C. other teachers of the school system
    - D. non-professional employees of the school system
    - E. the community (usually approached through talks to local service organizations, such as Rotary, Kiwanis, Exchange Club, Chamber of Commerce, and others)
    - F. prospective employers (group and personal contacts).
4. Assist the school administration in developing brochures and fliers which supplement personal contacts in explaining the program to parents, students, employers, board members or school staff as the need is felt.
5. Give information talks and lead discussions with the teacher organization, parent groups, and civic organizations in the promoting of better understanding of the work-study program.
6. Personally locate and screen potential placement stations within the school and community for desirability and appropriateness for students in this program.
7. Place students, and assist employers with orientation of students during the training period, when requested.
8. Expedite work permits of students involved in the program.

9. Work in cooperation with employers relative to supervision of students while on the job to insure maximum benefit to trainee and employer. Contact all work stations an average of once every two weeks (this varies according to individual needs).

10. Make a brief written evaluation of pupils a minimum of twice every grading period and monthly during the summer.

11. Maintain written records which would include data relative to work achievement, work permits, pupil strengths and weaknesses regarding employment potential, social and emotional limitations and competencies related to job situations, anecdotal notes, and other pertinent information.

12. Initiate follow-up studies of program graduates as a device for evaluating program effectiveness; (one, three, and five-year follow-ups, wherever possible).

13. Assist administrators in determining policies related to high school credits earned toward graduation for participation in the program.

14. Assist in solving job related transportation problems; but accepting regular driving responsibility of working students to or from job situations should be avoided.

15. Make referrals to other local agencies; (i.e. Bureau of Vocational Rehabilitation) when a student demonstrates inability to realize success through work-study experiences due to multiple handicaps, etc.

16. Maintain the program throughout the summer months for program promotion, parental contacts, planning for the coming year, and offering assistance to trainees and employers of trainees who continue employment through the summer.

17. Conduct weekly seminars; usually evenings, for senior students.

18. Large school programs have found it desirable to give some of the responsibility of in-school work-experience supervision to the high school special class teacher who has the academic responsibility for the student. However,

whenever such an arrangement is made, it behooves the coordinator to maintain a close working relationship with the teacher.

Scheduling for Teacher-Coordinators—For those high school programs which are smaller (one or two special classes) or are in the initial stages of development, a special class teacher is often assigned as a teacher-coordinator.

The teacher-coordinator should be assigned to teach slow learning classes for at least half of the school day, and the remainder of the day scheduled for work-study coordinating responsibilities.

In launching such a program, it should be anticipated that since not all of the teacher-coordinator's pupils will be involved in work experiences, for various reasons, that scheduling should allow time to assist regular teachers (shops, home economics, etc.) who will have these students for that part of the day when other pupils are at their work stations.

The teacher-coordinator is expected to meet all the responsibilities of the full-time coordinator, in addition to meeting the special academic needs of his pupils (teaching three or more special education classes per day depending on the size of the work program). School systems which are too small to maintain a full-time coordinator, are encouraged, to consider sharing a coordinator with other districts. (State Board Standards 215-07, E-1, c).

Scheduling for Full-Time Coordinators—The job of a work-study coordinator of a large high school program (three or four classes) is varied and demanding, and usually requires his full attention as the previous pages relative to *General Responsibilities* would suggest.

Most full-time coordinators must put in more hours than an average teaching day requires, as dictated by the needs of employers, trainees, teaching evening classes for students who work full-time, giving evening talks in the community, and the coordinating demands which invariably overlap into weekends and holidays. It is desirable to arrange compensatory time allowances.

Some schools have found it feasible to adjust the full-time coordinator schedule to a starting time of 9:00 or 9:30 which is more in line with the opening time for businesses with which he will be working.

The responsibilities of a full-time coordinator must also include keeping the administration up-to-date on program development; involvement in total program development (primary through high school); and staying abreast with current research and advances in work-study programming to insure the continuation of the best possible program for slow learning pupils.

Due to the nature of the job, it is difficult for the full-time coordinator to anticipate how his daily or weekly schedule will evolve, however, he should be encouraged to think through a master schedule relative to an anticipated time breakdown which is realistic in terms of his various responsibilities. It is also important that the office secretary be kept informed as to where the work-study coordinator may be reached when not in the office.

Funding—As work-study programs become larger, it is advisable to assign a person full-time as work-study coordinator. State Board of Education Standards, through the Ohio School Foundation Program, provide for funding of a full-time coordinator as a unit in slow learning. Following is a copy of the Divisional Policies:

Approval of Full-Time Work-Study Coordinator Units

(State Board of Education Excerpt)

EDb-215-07 (A) (5)

(5) A work-study coordinator who works full time with administrators, school staff, parents, pupils and the business community on problems relating to the job training and adjustment of senior high school slow learners may be considered for approval as a full unit.

- (a) Approval of such units shall be based upon a plan submitted in advance to the Division of Special Education.
- (b) Two or more districts or high schools may share an approved unit for work-study coordination.

Application for approval of a *full-time* work-study coordinator unit in slow learning will be approved provided the following criteria can be met:

- (a) There are at least 25 slow learning pupils involved in a work-study program including both in-school and out-of-school work study with the potential of 30 pupils actively participating during the following school year;

(b) The coordinator will have completed the pattern prescribed for certification in slow learning; or will have filed a letter of intent to complete the pattern of training within a three year period, and will have completed at least two courses in the completed pattern, *Psychology or Education of Slow Learning Children*, and *Occupational Orientation for Slow Learning Children;*

(c) A plan is submitted to this office on or before September 1, which includes the following:

1. The number of pupils for which the coordinator will be responsible;
2. A list of all responsibilities which will be assigned to him;
3. A tentative schedule which he will be expected to follow during the school year;
4. Any other facets of the slow learning program which may help provide a clearer picture of the coordinators responsibilities;

Teacher-coordinator units are not funded separately as a teaching unit and a coordinating unit, but are considered as one teaching unit only.

Extended Summer Service—Funds are also available, under the State Foundation Program, for extended service assistance to local schools in their endeavor to maintain services of the coordinator during the summer months.

This assistance is presently being made available for teacher-coordinator units and full-time coordinator units in *additional aid school districts,* only.

Proposals for financial assistance should be submitted to the Ohio Division of Special Education *prior to May 1st* of the school year for that summer. These proposals will be evaluated, and if approved the school would be eligible for extended service on the basis of 1/9 or 2/9 (equivalent to one or two months time) above the reimbursement received for that unit during the school year.

This proposal should include:

1. The anticipated number of pupils who will continue on their work stations throughout the summer and need supervision;

2. **A breakdown of responsibilities assigned the coordinator during the summer months;**
3. **A tentative time schedule which would reveal how the coordinator's time would be utilized over the summer in carrying out these responsibilities;**
4. **Any other factors which will help the Division of Special Education in its determination of approval for the 1/9 or 2/9 extended service.**

CHAPTER IV

PRE-PLANNING FOR WORK-STUDY

Successful Approaches to Initiating Work-Study Programs—There is no single formula for initiating a successful work-study program for slow learning children. There are, however, some commonalities among approaches which most work-study coordinators and administrators will agree help breed success. These commonalities are cited in the following paragraphs.

One major ingredient for insuring success is "laying the proper groundwork". The work-study program, like any other new program in education which is expected to gain continued respect, will need to be interpreted to everyone who will be touched by it. This should include the students in the program, their parents, administrators, teaching and non-teaching staff members of the school building, and finally the community.

When people are helped to understand the purpose and goals of such a program, they are more likely to accept it and help in its development. Without community understanding, it is generally found that student job placements are less successful, due basically to employer lack of understanding which leads to employee dismissal. If one employer has had an unsuccessful experience, the bad news can spread fast among other prospective employers and thus thwart the program before it ever has an opportunity to prove itself.

The larger the city, the less direct the emphasis needs to be on interpretation of the program to the total community. It has been the experience of the large metropolitan areas that there are usually many more employers seeking out trainees from the program than there are trainees to fill such positions.

Coordinators in newly organized work-study programs should exercise particular caution when placing students for the first time in the community. An unwritten law among work-study coordinators has been "to only place those students into community training situations who are reasonably certain of success in a particular type of work; while community understanding of the program has an opportunity to stabilize". Current practices indicate that placement precautions are more crucial for the less populous areas, upon which the work-study program draws.

It is also important to clarify the role and function of the work-study coordinator, and make it clear to whom he, or she, is responsible. (As elaborated on previous pages of this publication).

Based on the findings of experienced work-study coordinators, two years of in-school work-study are recommended before most slow learners can be expected to be adequately prepared for community work experiences, Realizing this, most schools place students on in-school work-study experiences at the Freshman or Sophomore levels of schooling.

An interesting finding in a recent study of the work-study program in Dayton, Ohio, points out the value of a well structured school work experience program for slow learners. Of those program graduates who had work experience, 89% held jobs and were employed 87% of the time since graduation. Only 35% of those students who had no work experience were employed at the time of the study, and they had been employed only 24% of the time since graduation.

The benefits of in-school work training experiences are twofold:

1. It offers the student the opportunity to gain work experiences and training in a school structured and controlled situation where he can explore those things which he has been taught in the classroom; a *laboratory* in work.
2. It offers the work-study coordinator the opportunity to observe and help students in a work situation prior to finding them employment within the community. A close working relationship between in-school trainee and work coordinator generally results in more appropriate, and successful community job placement later.

It should be realized, however, that exceptions to the rule must be expected. Not all students will require the same amount of in-school training in preparation for the community work-experience. For example, let us take a look at two extremes:

1. A husky 17 year old sophomore student from a very industrious home background who has had numerous after-school jobs may need no in-school preparation.
2. An immature 17 year old senior student who demonstrates no specific occupational interests or aptitudes and no prev-

ious work experience might be kept on an in-school trainee basis until graduation.

The Job Survey—One technique found helpful to many work-study coordinators in the initial stages of program development, is to survey the local area for potential placement stations.

This survey should be executed by the coordinator prior to the time when students are placed on community work experiences.

A typical sequence in conducting such a survey is to start by collecting names, locations and telephone numbers of all possible employing establishments. Advertisements in the local newspaper and the yellow pages of the telephone directory can provide much of this information. Usually, local Chambers of Commerce have literature available which offers an overview of the various types of businesses and industries in the area as well as other related and pertinent information.

Once this general data is collected, written contact is made with these establishments. A brief outline of the school's work-study program and request for permission to visit the establishment in the near future to explain the work program in more detail, and help identify possible job stations is included.

This written contact with employers is initiated through the work-study coordinator or the school administration. It is then the responsibility of the work-study coordinator to follow up with a telephone contact to establish a convenient time for such a visit. It should be pointed out to the employer that the school is not expecting to place program students at this time, but rather wishes to merely survey selected employers for possible job stations. This information will supply the school's work-study program with a "data bank" of various community placement stations to be considered for individual students coming through this program from year to year who demonstrate specific aptitudes for a given type of work.

The work-study coordinator's visit should not be limited to just fifteen minutes or two hours, but should be governed by the amount of time the employer, or his designated representative is willing or able to devote to the visit. It is helpful to:

1. inquire about the business
2. explain the school's work-study program
3. tour the facilities to help identify job areas
4. identify any rapid turnover positions

5. identify employer willingness to participate in the work-study program

The job survey can be an invaluable tool to the work-study coordinator for screening job stations and selecting the most appropriate work situation for any given student, provided *pupil files* and *employer files* are adequately maintained. *Pupil files* include individual work skills, aptitudes, interests, work tolerances, employment history, etc. *Employer files* indicate types of work stations available, job descriptions, job requirements, working conditions, employer attitudes, etc.

The development of a job survey form will help the work-study coordinator organize the pertinent data collected. A sample job survey form in included in APPENDIX E of this publication which may be used as a guide or duplicated.

It is important to remember that the job survey is a continuing process which is necessary in order to maintain a successful program.

Interpreting the Work-Study Program to the Board of Education— The Board of Education should be helped to understand the purpose and goals of a special education program for slow learning students and the important void which work-study fills in making the transition from school to the world-of-work and independent living for these young people.

Statistical data may prove helpful in relating and substantiating the fact that work-study program will help a large percentage of these students become independent taxpaying citizens, and that without such a program a large percentage will become tax burdens rather than contributors.

The Ohio State Board of Education has mandated that within three (3) years of the initiation of a high school slow learning program, work-study will be made a part of the curriculum offering. (State Board Standards, 215-07, El, b).

Studies have also shown that slow learners tend to remain within a twenty-mile radius of the place where they are educated, therefore, the responsibility for education of these children is magnified and must be realistically accepted by the local school administration and the community.

Interpreting the Work-Study Program to Parents—The concept of the work-study phase of the slow learning curriculum should be made part of parental indoctrination when their youngster is initially placed in special education. When the youngster is enrolled in high school this concept needs to be reinforced with greater detail. Under no circumstances should a pupil be assigned to any work station without providing his parents with a complete explanation of the work-study program.

It should be made clear that work-study is one of the most essential factors in the education of their youngster. It offers an opportunity for practical work training under school supervision with the hopeful result of helping their child make an effective start in adult life. Their youngster's interest, aptitudes, and attitudes will be carefully evaluated to help determine appropriate placement. As well as training he will receive continuing occupational guidance, evaluation, credit toward graduation, and wages commensurate with his ability to perform on the job. The program will also help their youngster learn how to effectively budget his income. Parental cooperation is most essential in order for their child to benefit from the work-study program.

Interpreting the Work-Study Program to the Student—There are seldom problems in convincing the high school slow learner of the benefits of the work-study phase of his educational program, however, specific interpretation of this program must be made clear to the student before he participates in actual work-study experiences.

The youngster who is about to enter in-school or community work-experience should be helped to understand that job placement is not automatic, but a privilege which must be earned. Some considerations before the student is placed in a community work situation, are as follows:

1. Has the student been successful on the in-school work-experiences? (react positively to authority, punctual, follows directions, etc.).
2. Has the student demonstrated adjustment to the special education program?
3. Has the student demonstrated attitudes, appearance, and abilities which would reflect the best possible image for himself and the work-study program which he represents?
4. Does the student understand his obligation to the prospective employer?
5. Does the student understand that if he fails to meet his school responsibilities, the job will be terminated?

The student will be paid and receive credit toward graduation. Periodic evaluations of the trainee's adjustment to the work situation will be made by the coordinated efforts of the work-study coordinator and the employer (or immediate job supervisor): Note sample evaluation form, in APPENDIX D.

A must, in program interpretation is — *never* apologize for the program or for student shortcomings. This program should be viewed as an opportunity which the school has to offer, in an attempt to provide the most appropriate and meaningful education to all children in hopes that they can realize their maximum individual potential in life.

These students can become contributing, independent citizens in our society with appropriate guidance. Work-study program status has reached the point in Ohio where employers need not feel that participation in this program is an act of "charity", but rather that these students can do a day's work for a day's pay if placed appropriately.

Interpreting the Work-Study Program to School Staff—It has been proven important that school administration and teaching staff understand the function and purpose of the work-study program. It is also necessary that the non-teaching personnel understand the work-study program and their part in it.

The non-teaching staff (cooks, custodians, etc.), who serve as job area supervisors, must be helped to realize the important role they play in the in-school training program.

Many school systems have found it effective in interpreting the idea of work-study if the superintendent or building administrator assists the special education teacher or coordinator in explaining the program on an annual basis at a teacher's meeting, and at a meeting of the non-teaching personnel. It would probably be more beneficial if each group were approached separately. An overview of the school's work-study program should be made available.

Interpreting Work-Study to the Community—To insure the success of the work-study program it will be necessary to make an attempt to explain the school's endeavor to educate slow learning youngsters through this program and its importance, to the slow learner and to society.

Although many coordinators start by knocking on doors, another approach might be to organize a committee of industrial and commercial leaders to assist in explaining the program to others in the community and assisting in the locating of appropriate job-training situations.

The following is a sample of such a committee's aims:

Citizens' Advisory Committee for Occupational Education

PURPOSE OF COMMITTEE

1. To suggest educational tools or areas to be investigated toward the expansion of opportunities offered by our special education program, as tempered by the society in which they are to live.
2. To help locate employment situations where these young people are not exploited but will receive occupational guidance and training in areas commensurate with their abilities and aptitudes.
3. To assist the school in its endeavor to educate the community as to what the special education program is; its goals and purposes.
4. To explore problems which develop through work experiences of these students.
5. To establish committee policies which will serve as guidelines for program expansion and refinement.

Another approach which has proven particularly effective in the smaller cities and rural areas is for a representative of the school (work-coordinator and/or administrator) to approach local service organizations of professional and lay-people to explain the work-study program and solicit their help, e.g. Rotary, Kiwanis, Optimist International, Parent's Organizations, Exchange Club, Chamber and Junior Chamber of Commerce.

As a follow-up to the group interpretation approach, the work-coordinator should make appointments (either directly or through a form letter by the superintendent) with prospective employers in the area. Some coordinators have found that the individual approach was the only method necessary for an effective community coverage.

Using News Media—Various news media have been used effectively by school work-study personnel as a method of promoting community awareness.

Using public media may work against as well as for the good of the program if too much, or the wrong kind of information is presented. Names and/or pictures of students involved in work-study, for example, should only be made public after securing written permission from parent or guardian. References to the program or students involved which may reflect negatively or that could be misunderstood should be carefully weighed before being presented to the public.

Regarding the total question of using mass media to introduce, educate or promote the work-study program in the community, the respondents tend to fall into two major philosophies.

The first, represents those who advocate that no such publicity should be attempted because of (1) the many variables which cannot be controlled, and (2) the feeling that the more the publicity, the more "special" we are making them . . . when our goal should be to help these young people blend into society.

The second group represents those educators who feel that some publicity through local news media is an effective tool which can and should be utilized for the betterment of the program and results in increased opportunities for its participants. Such publicity, however, should be generalized in nature and needs to be positive (e.g. goals, purposes, procedures) and not used to the point of alienating through *super-saturating* those we consider friends of the program. It is also felt that publicity, in good taste, stimulates employer interest in participation in this work training program. It also serves as a means of educating the largest number of people quickly and easily. The news media approach, however, does not supplant the need for personal contacts between school and community.

One general statement of conclusion can be drawn. Too much, or the wrong kind of program publicity is dangerous. In preparing such information for publication, consideration should be given to the various reactions of the students, parents, employers and those people who are unrelated to the work-study program or to special education.

Involvement of the Community and Community Agencies—As a work-study program grows from infancy toward full maturity, it becomes increasingly aware of its dependency upon the community agencies.

In a recent study conducted by the Division of Special Education, it was found that approximately 5% of those students coming into the work-study program could not realize any significant measure of success due to their involvement in other kinds of limiting handicaps. Although the schools' work-study program is not equipped to adequately serve these children, they may be eligible for services offered by an agency outside the school, such as the Bureau of Vocational Rehabilitation.

The most effectively organized programs are those which anticipate the need for involvement of the community. The responsibility for preparing slow learning students for adult living must be shared by the community and community agencies. The full utilization of services available through various local agencies results in maximum benefit to children. It is more often found that the paucity of services of community agencies is due to inadequate solicitation rather than to the lack of their desire to be of service.

Particular emphasis should be given to explaining the school's program and purpose and improving services to children through a better understanding of the various services offered by community agencies. Community, county, state, and federal agencies need to be more fully utilized for a more effective program.

Considerations for School Districts with Various Work-Study Programs—Today, we observe many existing programs within our public schools developed to meet the needs of students who have various interests and levels of abilities. The school work programs are good examples of "making education practical" for youngsters with particular needs.

Each work program is designed to fill a specific need (Vocational Agriculture, Vocational Home Economics, Occupational Work Experience, Business Education, Diversified Cooperative Training, Work-Study, etc.).

Some school systems which have several work programs in operation have found it most beneficial to group program coordinators in a central location (sharing office space, telephones, or secretarial services). In such an environment, coordinators tend to relate well to each other, share program interests and problems of mutual concern and even share job-leads and help promote the other coordinator's program whenever the opportunity arises. (See Chapter VII for further information).

CHAPTER V

WORK-STUDY PROGRAM DEVELOPMENT

Rationale—In-school work-study provides job training experience, which for many pupils is the first real encounter with the world-of-work. It also provides an effective evaluation of the pupil in a controlled work environment which can be used for guidance and training of the pupil as he grows toward adulthood, and in the preparation for eventual community employment. In-school training provides the opportunity for the slow learner to make a gradual transfer from school to the adult world-of-work.

It has proven beneficial for the school to provide well-structured in-school work experiences prior to placing students in a community work situation. The in-school experiences should be as nearly like an actual work situation as possible. It also offers the coordinator the opportunity to observe individual pupils in various work situations for determining appropriate community placement later.

Community work-study complements in-school work experiences and provides the most practical kind of educational experience possible. From these experiences the pupil learns to meet the pressures of daily work, to adapt to a sustained routine, to function as a part of a team with other employees, to work effectively under various supervisors, to earn and adequately control an income, etc.

Community work-study often reveals weaknesses and strengths of the student as a worker, which the school program is unable to do *in the less realistic school-work experiences it is able to provide.* More effective counseling, guidance and training can thus be realized for the participating student.

Breakdown of Work-Study—As reinforced by the recent state survey of work-study programs for slow learning students, the most effective breakdown of work-training and experience provided by this program is a four year sequential development approach. This approach is dependent upon an elementary emphasis on pre-occupational orientation through related classroom experiences. The in-school and community work-experiences at the secondary level incorporates this through actual occupational experiences as a laboratory setting. The four level approach implemented by many school systems in Ohio, is represented here:

Work-Study I—This is the freshman pupil's introduction to a formalized work situation established within the school setting. The trainee is placed on a selected work station where he is given responsibility and is responsible to his job area supervisor (cook, custodian, librarian, etc.). Work-Study offers an orientation to work through an in-school work placement station assignment generally 15-30 minutes daily. The student is supervised, evaluated, and receives a grade and credit toward graduation for demonstrating successful adjustment to the work-study program.

Work experiences of these students should serve as a medium for the practical application of learning in the areas of social studies, language arts, arithmetic and science. In essence, these correlated and interwoven experiences of classroom and occupational training are what is meant by "Work-Study".

Work-Study II—This is the sophomore level of in-school work-study experiences. At this level, the program is stepped-up for the students in the amount of *time* involved in actual work placement situations and in the *complexity* of the work placement assignment for those who have demonstrated sufficient growth during Work-Study I. Depending on the particular pupil and the job training station, the time usually varies between ½ hour to 2 hours of in-school work experiences daily; again emphasis is given to adequate and continuous co-supervision and evaluation by the work-study coordinator and the job area supervisor.

Work-Study III—At the junior level, students are 16 years of age or older, and if they have proven themselves through two years of work experiences within the school setting they are ready for Work-Study III. This phase of the work-study program consists of half-day in the school's special class setting and a half-day (two hours or more) of community work-study experience in a job situation which has been screened by the school work-study coordinator as being appropriate.

At this level, the community work training phase of the curriculum supplants student participation in the non-academic classes (shop, home economics, etc.) for those pupils:

1. who have proven themselves worthy for community placement, and
2. for whom the work-study coordinator is able to find a suitable job training station.

Work-Study IV—This is the final phase in the school's work-study development sequence of preparation of slow learning adolescents for the adult world-of-work. It has been found that slow learning youngsters need to experience *full-time work* for at least a portion of their senior year (particularly in the area of developing adequate work tolerance) if they are to make a smooth transition from the school work-study program to full-time employment in the community as an adult.

As in Work-Study I, II, and III, the senior students will need school supervision and evaluation if they, and their employers, are to realize maximum benefit from their placement situation. As a service to the trainee and the employer, the school work-study coordinator must maintain a close working relationship. This is best maintained through:

1. telephone contacts with the employer as often as he (employer) desires
2. scheduling time to visit with the employer and the trainee on the job site (an average of once every two weeks)
3. scheduling time during each school week to meet with all students who are working full-time in the community for individual and group occupational counseling
4. periodic group meetings with employers (or job area supervisors) to review problems, progress, and direction for the future.

Scheduling Students—It is generally found desirable for the work-study coordinator to assist in the annual administrative responsibility of establishing individual curriculum schedules, realizing that the coordinator is aware of academic and non-academic status and work experience levels of his students.

It must be anticipated in scheduling that not all students of junior or senior status will be involved in job placement situations, due to lay-off, unavailability of specific type of work station, or other uncontrollable variables. These students are expected to attend school special classes and/or regular non-academic classes and/or in-school work experience until replacement on a community work-station is available or desirable (as the particular situation warrants).

The school scheduling should be sufficiently flexible to meet the varying time need of some employers of part-time working students in Work-Study III, in lieu of special class attendance. This flexibility is necessary particularly for trainees involved in Drive-in establishments.

There are approaches to scheduling work experiences on the Work-Study III level. The most common being the half day on community work experience, which continues throughout the school year and hopefully blossoms into full-time employment during the summer months and continues through the senior year, where desirable.

An alternate approach being implemented in some large metropolitan areas is one involving the teaming of work placement trainees on a particular job. This approach calls for a scheduling adjustment, for while one team member is on the job the other is in school. The team members alternate positions periodically (biweekly, each grading period, or at semester changes).

Placing Students-In-School Work-Study—Although current evidence is a non-significant indicator of age-level to begin such a program, ninth or tenth grade (C.A. 15 through 17) is apparently the most effective point for initiating actual work experience. A few schools in Ohio are experimenting with a work-study approach at the elementary level. This involves a portion of the elementary child's school day being devoted to in-school work experience in the school library, cafeteria, music room, office, etc. The thinking behind this approach is that possibly this early exposure, continued through the secondary level, will result in an adult who is better equipped to face social and work responsibilities. To date, however, there is not enough available evidence to fully determine the positive or negative effects of such early placement in school job training situations.

It is generally agreed among work-study coordinators, however, that in-school work experiences, when coupled with sufficient maturation, serves as an important vehicle in helping the student toward realizing success on community work situations.

The success of the in-school work-study program is dependent upon its understanding and acceptance by all those persons connected with it: the special education teacher, the slow learning pupils, their parents and staff (professional and non-professional). The non-professional, in particular, should prove helpful in suggesting possible in-school job stations.

The non-certified people must become aware of the purpose and importance of this type of training. They must be alerted to the fact that in-school work-study is an integral part of the student evaluation, and that participants will earn credit toward graduation, and will be helped in the development of attitudes and job skills which will lead to effective vocational placement. (See APPENDIX-B for suggested potential in-school training stations.)

Placing Students-Community Work-Study—Possible work stations should be carefully screened by the coordinator for appropriateness, working conditions, and adequate supervision.

The work-study coordinator should make initial contact with the prospective employer regarding participation in the school work-study program. It is felt by most work coordinators surveyed that pupils should not be left to find their own jobs. Realizing that this is an important part of the training and school curriculum, we dare not exercise the philosophy that "any job will do".

Veteran work-study coordinators relate that in all cases they attempt to match the student to the job. Some coordinators also attempt to match the program trainee to the employer or immediate job supervisor . . .feeling that in some cases the latter should hold precedence. (See APPENDIX-C for suggested Community Placement Stations.)

Job Area Supervisors—Supervisors, whether in-school or community, will need to be selected with care, and job descriptions must be rather specific . . . for the benefit and protection of the worker and supervisor. It should be pointed out, however, that the job description should be open-ended enough to allow for additional job training experiences which may not be anticipated in the original writing of a job description.

Although the practice of stabilizing daily work patterns (routine) through the use of written job descriptions has proven its value, there must also be something said for the value of breaking away from routine. At times this is feasible when:

1. it is to the employer's interest, advantage and need on a particular occasion,
2. it becomes obvious to the employer that such variance is necessary to increase worker efficiency, or
3. it is used as an evaluative technique by the employer for possible promotion and other considerations for change in job description.

There is, however, a thin line between varying a trainee's job description for the purposes of job training "enrichment" and varying a job as a result of employee "exploitation".

This potential problem can best be controlled by:

1. scheduling visits to all training stations on a regular basis, and
2. developing a written job description, including a paragraph which states in effect that "any significant divergence from the agreed job description should be cleared through the work coordinator and, when possible, prior to activating a desired change".

Job area supervisors within the school will need to be informed of the following, prior to initial placement of trainees:

1. The job area supervisor will be assisted in the supervision of assigned pupils by the special class teacher or work-study coordinator.
2. The coordinator is not evaluating the job area supervisor, but *works with him* for the maximum benefit to the trainee.
3. Problems involving in-school trainees should be discussed with the work-study coordinator before action is taken, whenever practical to do so.
4. Job area supervisors need to be aware of specific handicaps of individual pupils. (e.g. hearing, vision, coordination, hyperactivity, etc.)
5. Students need to be given directions in the form of demonstrations, one step at a time, with adequate repetition until learned.
6. The pupil placed under supervision is there to assist in work and to learn, and it is not the intention to *replace regular school* employees by students.

7. The program is *not* meant to give the in-school job supervisor an additional responsibility or burden, but might better be viewed in moral perspective as a practical contribution toward a better society.
8. The program is not meant to give the in-school job supervisor another coffee break.
9. The importance of developing positive work habits such as punctuality, appearance, profiting from criticism, attitude and reliability, should be stressed and takes precedence over training for the specific vocation of cook, custodian, etc.
10. Student discipline is not expected to be handled by the job area supervisor. When possible, any such situations should be presented to the school work-study coordinator.

Trainee Evaluation—Following placement, close and continuing supervision and evaluation by the school work-study coordinator will be necessary to assist trainee and trainer in the adjustment to this new situation.

Most work-study coordinators make a practice of visiting program trainees at their place of employment an average of every two weeks. Although this should be varied as individual need dictates.

After the adjustment period, it may be possible (and desirable) to visit less than bi-weekly.

Awarding of Credits—Pupils in the secondary program are expected to meet the prescribed eight (8) units of credits required under State Board of Education Standards. The eight or more elective areas, for pupils in the slow learning program, should constitute a combination of selected non-academic courses and occupational experiences.

Grades awarded for in-school and community work experiences should be based upon the written evaluations of work performance and adjusted by the work-study coordinator in conjunction with the job area supervisor.

Policies regarding the establishments of credits to be awarded for work-study experiences should be:

1. realistic in terms of the amount of time involved in actual training experiences.

2. in line with the total number of credits any student is able to earn per year.

Transportation of Trainees—Concern has been expressed by educators in non-metropolitan sections of the state, regarding the problem of getting the student to and from the job, once the job has been secured by the work-study coordinator.

What rural school programs sometimes fail to realize is that city school work-study participants also have transportation concerns, but sometimes of a different nature (e.g. learning to interpret bus timetables, using bus transfer tickets, etc.).

Student transportation problems in getting to and from the job should be the concern of the school work-study coordinator. One responsibility to be assumed by the coordinator is to lend assistance to students in finding a solution to such problems. However, the responsibility of transporting students on a regular basis should not be assumed by the coordinator, especially in the senior year.

The attitude should prevail that if a student cannot work out a satisfactory solution to the transportation problem for a specific job, then the job lead goes back into the hopper for someone else . . . realizing that there tends to be a close parallel between student motivation toward work and the ability to find a solution to the transportation hurdle.

The problem of transportation has been handled in various ways among the many work-study programs in non-metropolitan areas. The following suggestions reflect some school approaches to the problem:

1. student car pool
2. parent car pool
3. students hire an adult (with chauffeur's license) to deliver and pick them up daily.
4. Solicit the donation of a station wagon from a local auto dealer, and the school board employ the driver.

In securing job training situations for students, it must be remembered that work experience is an integral part of the curriculum; therefore the coordinator should ask himself, "Is this work situation under consideration so located geographically that I will be able to offer adequate supervision?"

The primary goal in work-study is to make available meaningful and rewarding education through school supervised work training experiences for the slow learning adolescent. Let us not forget that the student is our major concern, and that fulfilling employer needs (although important) is a by-product of a work-study program.

Post-Graduate Follow-up Studies—Evaluation is a desirable and essential aspect of any special education program for slow learning students.

A study of what happens to program participants after graduation can serve as a valuable instrument in assessing total program effectiveness (curriculum strengths and weaknesses).

This study should encompass all students who have completed the school's work-study program and should focus on their successes and shortcomings as related to such focal points as:

1. **Social Adjustment**
   a. **marital status**
   b. **financial status**
   c. **assuming citizenship responsibilities**
2. **Occupational Adjustment**
   a. **employment longevity (changes and advancements)**
   b. **personal rating of employment**
   c. **employer-supervisor ratings**
3. **Suggested Improvement in Work-Study Program**
   a. **weaknesses in program offerings and areas of emphasis**
   b. **strengths in program offerings and areas of emphasis**

The time involved to conduct post-graduate follow-up studies will be measured by the overall improvement of the program.

CHAPTER VI

LEGAL ASPECTS OF EMPLOYMENT

Over the years work laws and policies have been developed and refined for the benefit and protection of both employee and employer. Exceptions to the rule should not be expected for slow learning students participating in a properly supervised school work-study program. If we take a close look at the educational goals of special education for slow learners, we note that the major thesis is "to help these young people to become healthy contributing citizens in our society." Therefore, soliciting through sympathy, and exceptions to the laws of commerce or industry on the premise of "a work program for mentally handicapped youngsters" would seem to be in conflict with this goal. No one learns independence via experiences which tend to promote dependence.

Employers of work-study trainees are expected to do no more or less, legally, than would be expected in the hiring of any person of comparable age and sex. It behooves the work-study coordinator to become familiar with legal implications and ramifications relative to:

1. The employment of women and minors
2. The minimum wage standards

In a bulletin of this nature it is not possible to be comprehensive in scope on labor laws and all the legal aspects. However, to answer questions which are asked most frequently, the following reflects the findings and philosophies of the State Division of Special Education.

1. *Working Conditions* must meet at least minimum standards of health and safety precautions.
2. *Liability* is with the employer of the work-study trainee, the same as with any other employee. An employer who employs three or more persons is expected to carry Workmen's Compensation.
3. *Insurance*—Employers with less than three persons *can* carry Workmen's Compensation for their workers, but are

not bound to by law. In cases where the employer does not cover the work-study trainee, the coordinator is encouraged to develop policies with the legal agency which handles the student accident insurance coverage. Some school insurance representatives have interpreted the 24 hour policy as coverage for pupils to, from and on the job, since work-study is a prescribed part of the school's curriculum.

There is no minimum or maximum age limit for a person to receive benefits. Therefore, if a company has active Workmen's Compensation insurance coverage and a minor is injured, the claim would be honored if the injury was received in the course of, or as a result of his employment.

4. *Work Permits* must be obtained by all students under 18 years of age, whether employed in the community or by the school board. Work Permits must be re-submitted every year and with every employment change. Work Permits are issued through the office of the attendance officer of city and exempted village school districts or through the county attendance officer in the local school districts. It is imperative that a close liaison between work-study coordinator and the attendance officer be maintained.

5. *A Minor's Agreement* form must be filled out in duplicate by the employer of minors under 21 years of age and one copy must be given to the minor. This form is an agreement between the employer and the employee as to the wage the employee will receive.

OHIO DEPARTMENT OF INDUSTRIAL RELATIONS

Division of Women and Minors and Minimum Wage

MINOR WAGE AGREEMENTS

Section 4109.42 of the Ohio Revised Code provides in part:

1. **Employer must give any person under twenty-one (21) years of age a written agreement as to wages or compensation he or she is to receive.**
2. **Must give statement of earnings due minor on or before each payday.**
3. **Must give notice of change in wages or compensation twenty-four (24) hours before effective date.**

The attached forms are furnished employers as a guide or sample, *and may be duplicated by any employer*. This form should be prepared in duplicate and signed by both the employer and the minor, one copy to be given to the minor and the other copy to be retained by the employer in the personnel file of said minor.

Ralph S. Forster
Chief of Division

SAMPLE MINOR AGREEMENT

EMPLOYER: ____________________ DATE: __________,
have employed ____________________, a minor who is under 21 years of age and agree that said minor shall be paid at the rate of $________ per hour, for ________ hours per week. We also have on file working certificate for said minor if under 18.

Date of birth ____________________

____
Minor

____
Owner or Official

6. *Minimum Wage* laws have taken into consideration the difference among:

a. employing institutions

b. abilities of workers

The present $1.25* per hour minimum wage refers only to retail establishment employees.

The minimum wage for establishments in food and/or lodging business is 55¢* per hour; waitresses and other tipped employees 55¢* per hour; non-service employees, 75¢* per hour, etc. The philosophy of the Division of Special Education is for school work-study coordinators to strive for the "going" wage for their student placements. If placement is made with respect to student abilities, interests and aptitudes, the trainee will deserve, at least, the going wage for that particular job.

***subject to change.**

Even the worker's ability to carry out the employer's job description to his satisfaction has been taken into consideration. Under certain conditions employers may pay as much at $.15

below minimum wage for a particular job, during the training period of employment. Employers of mentally or physically handicapped workers may pay below minimum wage standards proportionate with the handicap which limits them from fulfilling job requirements. To legalize this, the employer must apply for a special license through the State Department of Industrial Relations. This is usually kept as a last resort measure in obtaining a desirable job position for a particular student.

There are certain labor laws governing the employment of minors which should be followed by the employer.

A knowledgeable work coordinator will be respected and receive more cooperation from employers than one who is not cognizant of the employers' concerns. In these situations, an ounce of prevention *is* truly worth a pound of cure.

Laws effecting employment are complex and subject to change. Therefore, the wise coordinator will not make authoritative statements on legal questions, but will consult with, or recommend that the employer seek out the authorities on such matters.

Any questions relative to the employment of minors should be directed to:

Mr. Ralph S. Forster, Chief
Division of Minimum Wage and Women and Minors
OHIO DEPARTMENT OF INDUSTRIAL RELATIONS
220 South Parsons Avenue
Columbus, Ohio 43215

A booklet, *A TEENAGER'S GUIDE IN EMPLOYMENT* is available at no cost, for use in classroom study through the above address.

CHAPTER VII

SOME IMPLICATIONS FOR ADMINISTRATORS IN WORK-STUDY DEVELOPMENT

Attitude—The superintendent of schools is the key person in the development of that work-study program which is accepted throughout the school system and community as a worthy segment of the educational offerings of that district. His acceptance, rejection, or even complacence will be mirrored by all those with whom he comes in contact, whether directly or indirectly. In school systems where administrative understanding and support of the program are high there is generally found an equally high quality program, in terms of providing maximum opportunities for children, and acceptance and support from others.

How would you answer these questions?

1. How do I really feel about special education for slow learning students?

ing students?

2. Is work-study a necessary part of the curriculum offering for slow learners?
3. Is providing appropriate educational experiences as necessary for students who are slow learners as it is for the high ability groups? If so, why?
4. On the basis of intelligence, does the top 10% of the school population tend to generate away from the "home town" community, while the bottom 10% tend to remain within the area?

Interpreting the program—Once the program has been established, it becomes necessary that it be interpreted to all those who in any way will be touched by it. The student body, teaching staff, administrative staff, non-certified staff, parents, leaders from business and industry, the Board of Education, and the community, in general, will need to know the "What, Why, and How" regarding the work-study phase of the slow learning program.

The Superintendents and building principals are not expected to be experts on special education or on work-study programming for slow learners; however, they should demonstrate support of the work-study program, to help others realize that the work-study program is not a "frill", but it is an essential endorsed part of the high school curriculum and supported by the State Board of Education.

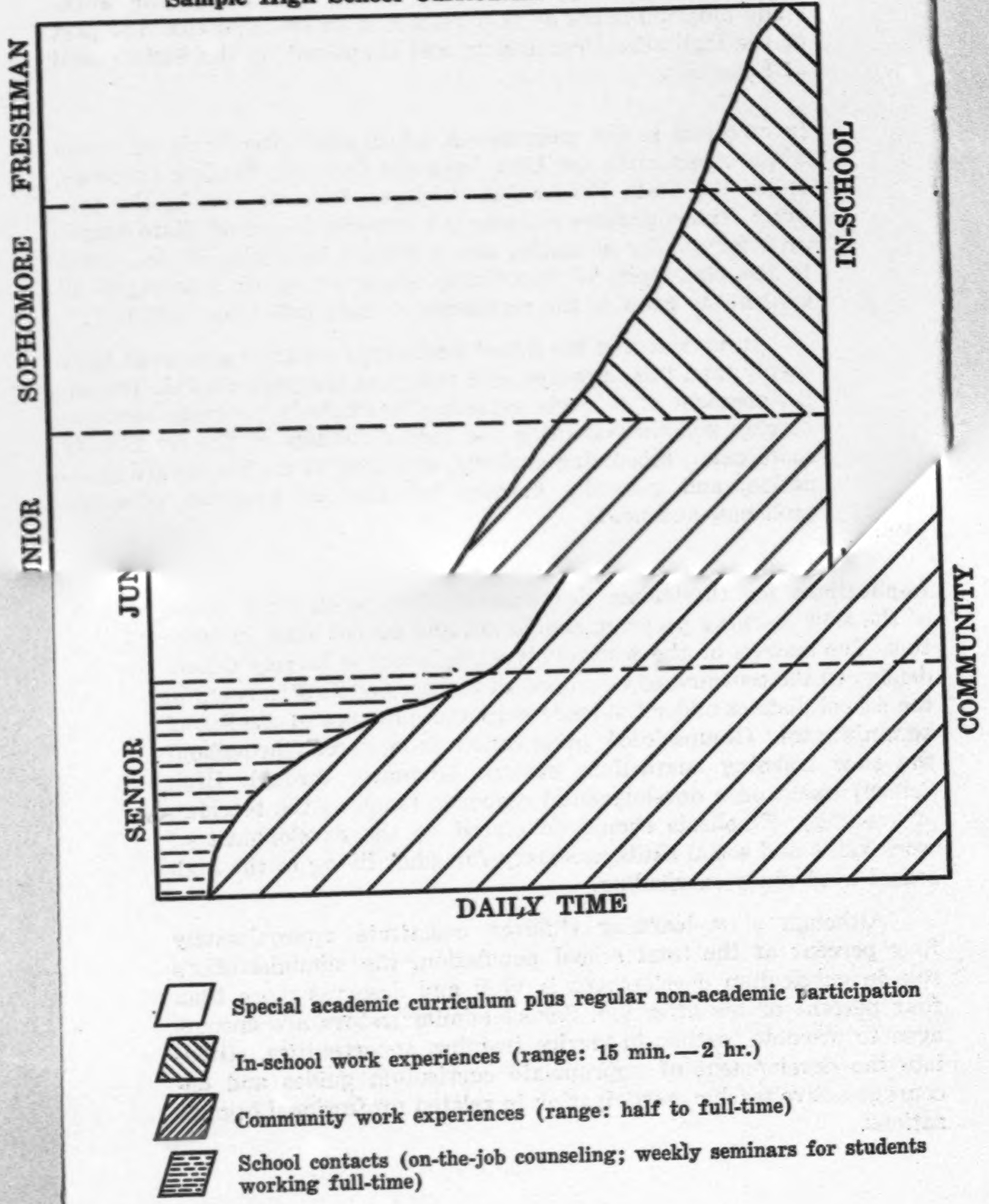
Involvement in the program—A school superintendent's signature to the Application for Unit Approval form for funding purposes, under the State Foundation Program, involves him in the program. This signature represents a promise to uphold State Standards for quality education and a sincere indication of dedication to the philosophy of "providing education which encourages all students to grow to the maximum of their individual abilities".

Involvement in the school work-study program goes even more deeply than this, however, and continues the year around. The superintendent of a newly organized work-study program needs to develop policies regarding the responsibilities of the work-study coordinator, scheduling students, awarding of credits toward graduation, and generally keeping informed on program progress, problems, and needs.

Implications for curriculum development—The work-study phase of the slow learning program should not and cannot exist in isolation. The success of the work-study experiences is largely dependent upon the coordinated efforts of all teachers of slow learners in the school district under the leadership and guidance of the school administrator. Occupational preparation is stressed throughout the slow learning curriculum pattern (Primary through High School) based on a developmental sequence (such as the teaching of reading). Emphasis should be placed on the development of work skills and social skills necessary for adult living in the high school work-study curriculum.

Although slow learning children constitute approximately four percent of the total school population, the administrator's role in curriculum development is vital and deserves more than four percent of his attention. School administrators are encouraged to promote teacher in-service training opportunities, stimulate the development of appropriate curriculum guides and encourage active teacher participation in related professional organizations.

Sample High School Curriculum Breakdown



To assist the work-study coordinator in making appropriate placements of high school slow learners into work situations, teachers must keep written records which are passed on from one special teacher to another regarding progress in the development of acceptable social skills and work habits, personality characteristics or patterns observed and demonstrated, strengths and weaknesses relative to occupational adequacy.

Considerations where work-study programs overlap school districts—When there is more than one work-study program for slow learning youngsters in a geographic area, competition between school districts for work stations may evolve. This problem can be avoided if steps are taken by the district administrators to establish program policies with the involved work-study coordinators. Such policy implementation will minimize employment conflicts and maximize opportunities for participating students.

One approach to this situation has been the encouragement of a close working relationship among work-study coordinators. This relationship might include the following:

1. Conjunctly working to promote better community understanding which results in maximum coverage of program information in the area, as well as avoiding a duplication of efforts.
2. Dividing responsibilities in conducting a thorough area job survey of potential work training stations, which includes sharing their findings.
3. Meetings and telephone contacts between coordinators to share work experience information and unfilled job leads.

Another approach to overlapping work-study programs is the establishment of geographic boundaries for each of the several coordinators. In this policy, provisions are made for the work-study coordinators in the adjoining districts (or sections of a large city) to cross boundary lines after permission is granted by the coordinator of that designated area. This approach also encourages the program coordinators to work conjunctly particularly in the sharing of job leads when there are more requests from employers in a given area than trainees to fill them.

The cooperation between work-study programs in overlapping districts results in a strong unified program which more adequately meets the needs of all work-study participants in the programs.

Considerations for multiple work programs within a school district—In a school system where more than one type of work program is in operation (e.g. Business Education, Diversified Cooperative Training, Occupational Work Experience, Work-Study), the school administrator should encourage a close working relationship among the various program work coordinators. This relationship can be expected to grow only when the programs are clearly defined. Conflicts between work programs must be resolved to the best interests of the child.

Centralizing of the several work program coordinators in one office location has proven most beneficial for some school districts. In such an environment coordinators tended to relate more effectively, recognizing the professional bond, and freely shared appropriate job leads identified; and even helped promote the other coordinators' programs whenever the opportunity arose.

Establishing geographic boundaries within an area for different types of school work programs is considered *unrealistic* in terms of the diversity in locations of skilled, semi-skilled and unskilled employment opportunities from which each of the various programs must draw.

The role of the State Department of Education in work-study—The State Department of Education, through the Division of Special Education, upon request offers guidance to individual schools in the development and improvement of special education programs for slow learning children served by their districts.

The State Department of Education, through the Ohio School Foundation Program, offers assistance to school districts for a portion of the extra expenses incurred in establishing and maintaining adequate programs for these handicapped youngsters, as well as assistance to schools in maintaining the services of the work-study coordinator for a portion of the summer months (extended service). Refer to the Extended Service section of Chapter III for elaboration.

CHAPTER VIII

CONCLUSIONS AND RECOMMENDATIONS

Conclusions—

1. Prior to launching a work-study program which involves community placement, the proper groundwork must be laid among participating students, their parents, school personnel, and the community.
2. Community understanding and involvement is one major determinant of program success.
3. Certain problems ranked high on the scale of a rural area work coordinator were ranked low on the scale of the metropolitan area coordinator, and vice versa. Among the most common problems experienced by rural area programs were in the areas of:
    - a. availability of appropriate job stations
    - b. transportation to and from the job
4. The success of a work-study program is largely dependent upon the successful unified efforts of classroom teachers of slow learning children within the district.
5. There is a positive correlation between program acceptance and success, and administrative understanding and support.
6. Surveys reveal quality professional persons are essential to serve as work-study coordinators.
7. Studies show that special education work-study programs make a significant difference in helping slow learners become independent contributing members of the community.

Recommendations—

1. Care should be exercised in the selection of a work-study coordinator. The work coordinator represents the school to the public. The program is judged largely on the impression he or she makes.

2. New programs must exercise caution in placing students in community job training situations. Inappropriate placements can have serious implications for program development and expansion.

3. Work-study cannot survive long in a vacuum. All available resources must be called upon and work together to insure maximum educational benefit for slow learning adolescents.

4. Coordinators must become aware of laws affecting the employment of women and minors, and minimum wage standards to be most effective.

5. Teacher records kept on an individual student, relative to occupational adequacies, are an aid to the work-study coordinator when attempting to place each student in a work situation suited to him.

6. The coordinator's responsibilities should extend through the summer months as a service to employers who wish to continue with students placed earlier.

7. Post-graduate follow-up studies serve as a useful tool in the evaluation of program effectiveness and should be incorporated in program development.

8. Work programs should continue to strive for better and appropriate jobs for their students and a wider variety of job areas available.

9. There is no single approach to school work-study programming which is best for all slow learning pupils in all school districts. Each school system involved in the work-study phase of the slow learning program should, therefore, become aware of the various approaches found to be effective and modify their approach to most appropriately meet the needs of slow learning pupils served by that particular school district.

10. School systems involved in, or contemplating the initiation of, work-study programs for slow learning pupils should not hesitate to call upon the Division of Special Education of the Ohio Department of Education for related literature, program evaluation or consultant services.

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APPENDIX "A"

Sample High School Course of Study

The following is one sample course of study for high school slow learning programs which incorporates work-study as an integral part of the curriculum pattern required for graduation.

Freshman

- **English I**
- **Practical Mathematics**
- **Social Studies I**
- **Applied Science**
- **Physical Education**
- **Work-Study I (¼-½ Cr.)**
- ***Wood Shop I**
- ***Home Economics I**
- ***Music (Voc. or Instr.)**

Sophomore

- **English II**
- **Consumer Mathematics**
- **Social Studies II**
- **Physical Education**
- **WORK-STUDY II (½-1 Cr.)**
- ***Personal Typing**
- ***Metal Shop I**
- ***Home Economics II**
- ***Music (Voc. or Instr.)**

Junior

- **English III**
- **American Hist. & Government**
- **Health & Phys. Education**
- **WORK-STUDY III (1-2 Cr.)**
- ***Personal Typing**
- ***Driver Education**
- ***Music (Voc. or Instr.)**

Senior

- **WORK-STUDY IV (3-5 Cr.) (including weekly occupationally oriented seminars)**

*** Electives other than special, as indicated (study halls not recommended, however, regular class home-room assignments are recommended)**

WORK-STUDY I	**¼ - ½ hr. daily (*in-school* work experience coupled with related classroom occupational orientation)**
WORK-STUDY II	**½ - 2 hr. daily (*in-school* work experience)**
WORK-STUDY III	**½ - 1 day (*community* work experience for those students who have demonstrated sufficient work habits during in-school work experiences)**
WORK-STUDY IV	**full-time (community work experience)**

APPENDIX "B"

Potential In-School Work Stations

A great breakthrough in thinking among educators has transpired over the past decade regarding the range of work station possibilities for slow learners. Each youngster must be individually diagnosed as to job interests, aptitudes, and abilities, as tempered by related available work stations in the locale. The following are some suggested training areas within school settings:

Cafeteria

- Dish and utensil processing (tray and plate stacking,
- Vegetable and foods preparation
- Area clean-up (sweeping, mopping, etc.)
- Trash disposal
- Milk distribution
- Table and floor cleaning
- Food serving (line worker)
- Plate scraper
- Dishwasher
- Salad Maker

Custodial

- Flag care
- Cleaning halls, cafeteria, rooms, gymnasium
- Waxing
- Furniture reconditioning
- Delivery of supplies
- Window Washing
- Assistant in minor repairs
- Locker room maintenance
- School laundry
- Learn general lavatory care and maintenance

Office

- Stapling, sorting counting
- Stuffing, stamping
- Hallway monitors
- Ditto and mimeograph
- Delivery and messenger service

Grounds

- Sweeping
- Shoveling
- Planting
- Trimming
- Bleacher maintenance
- Sports field maintenance and care
- Campus clean-up

Others

- School nurse helper
- Teacher car wash
- Bus cleaning
- Shop toolroom manager
- A-V-A assistant
- Inter-school mail (delivery assistant)
- Sports equipment manager
- Bandroom helper
- Elementary teacher assistant

Library
Sorting
Stamping
Filing
Re-shelving books
Typing
Cleaning and dusting
Magazine section
  maintenance

Elementary playground
  assistant

APPENDIX "C"

Potential Communtiy Work Stations

Some community work areas, which various school work-study coordinators have found successful work stations for specific pupils in their programs, are in the following unskilled or semi-skilled work areas:

Pet Shops
Tree Trimming
Nurseries
Florist Shops
Industry (piece work, assembly line, maintenance)
Restaurants
Drive-Ins
Motels
Hotels
Service Stations
Auto Garages
Auto Body Repair Shops
Used Car Dealerships
Car Washes
Hospitals (dietary helper, orderly, maid, custodian)
Nursing Homes
Funeral Service
Construction
Lumber Companies
Laundries
Laundromats
Grocery Stores
Dry Cleaners
Drug Stores
Department Stores
City Employee (streets, parks)
State Employee (highway department, parks, recreation, institutions)
Federal Employee (post office)

APPENDIX D

Evaluation for Employability

Student's Name ______________________ **Date Completed** ____________
Profile completed by ____________________ **Subject** ______________
School ____

ITEM	Excellent A	Good B	Fair C	Weak D	Poor E
Ability to follow simple directions					
Ability to follow a series of directions					
Ability to take orders and follow established rules					
Ability to *improve* from criticisms and corrections					
Ability to accept criticism and corrections					
Ability to maintain an even disposition					
Ability to accept changes (flexibility)					
Ability to get along with fellow employees/students					
Willingness to accept help when it is needed					
Sense of Responsibility					
Sense of Initiative					
Personal Neatness					
Obedience					
Trustworthiness					
Optimism					
Courteousness					
Punctuality					
Knowledge of safety habits					
General Work Habits					